REVISED 03/17/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Type of School: 4 Elementary __ Middle __ High __ K-12

Name of Principal Mr. Brad Herling
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Clarksville Elementary School
(As it should appear in the official records)

School Mailing Address 12041 Route 108
(If address is P.O. Box, also include street address)

Clarksville | Maryland | 21029-1232
City | State | Zip Code+4 (9 digits total)

County Howard School Code Number* 5052

Telephone (410) 313-7050 Fax (410) 313-7054

Website/URL www.hcpss.org/ces E-mail Brad_Herling@hcpss.org ..

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Sydney Cousin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Howard County Tel. (410) 313-7050

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Courtney Watson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

37	Elementary schools
18	Middle schools
NA	Junior high schools
11	High schools
3	Other (1– K-8 School, 1 Special Ed School, 1 Special Ed/Alternative Ed School)
69	TOTAL

2. District Per Pupil Expenditure: $8,731.00

   Average State Per Pupil Expenditure: $8,765.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [4] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 7 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K	48	35	83	**8**			
1	55	60	115	**9**			
2	62	41	103	**10**			
3	65	59	124	**11**			
4	64	59	123	**12**			
5	63	55	118	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					666

6. Racial/ethnic composition of the students in the school:

68 % White
7 % Black or African American
< 1 % Hispanic or Latino
24 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
< 1 % Unidentified
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	16
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	30
(4)	Total number of students in the school as of October 1	666
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: < 1 %
13 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: Korean, Chinese, Farsi, Russian

9. Students eligible for free/reduced-priced meals: < 1 %

Total number students who qualify: 4

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
50 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

2 Autism	2 Orthopedic Impairment
0 Deafness	7 Other Health Impaired
0 Deaf-Blindness	9 Specific Learning Disability
0 Emotional Disturbance	29 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	29	0
Special resource teachers/specialists	12	0
Paraprofessionals	21	0
Support staff	1	1
Total number	65	6

12. Average school student-"classroom teacher" ratio: 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	96 %	97%	98%
Daily teacher attendance	96%	98%	98%	97%	98%
Teacher turnover rate	12%	0%	2%	1%	1%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III-SUMMARY

The staff, students and parents of Clarksville Elementary School are proud of our 40-year tradition of academic excellence amidst a family atmosphere. Academic success is reflected in our ongoing assessment data, CTBS/5, Maryland School Performance Assessment Program (MSPAP) and Maryland School Assessment (MSA) scores. Substantial progress on Maryland School Performance Program (MSPP) assessments earned Clarksville Elementary Maryland Performance Recognition Awards in 1998, 1999 and 2000. CTBS/5 scores for second grade have been in the top 10% of Howard County scores over the past four years.

We have a reflective staff and have built into the culture of our school the examination of instructional practices based on student performance data. We meet quarterly, as grade-level teams, to examine the results of reading and math assessments and report card instructional levels, against our School Improvement Plan milestones. In the process, we seek to establish instructional direction for the upcoming quarter.

Teachers, as well as our parent community, set high standards for students. Past performances tell us that our students are capable of meeting these rigorous academic challenges. We use a combination of both heterogeneous and homogeneous groupings to achieve these results. Our enrichment resource teachers provide math instruction two years above grade level for 39% of our student population in grades four and five. These teachers also provide 25% of our grades one through five students with quarterly curriculum extension units.

Our special education teachers co-teach with regular educators to provide differentiated instruction to better meet the needs of our special education students. This inclusion model has kept our special education students connected to their grade-level curriculum. MSA data have shown significant achievement from this subgroup population.

Our PTA provides us with tremendous support. The most visible expression of this support is the daily cadre of volunteers who work in our school. Over 300 parents volunteer in our classrooms each year. PTA-sponsored after school programs enrich students in many artistic, athletic and intellectual areas. Parents provide support for school-wide staff development by working in classrooms for one day per quarter, allowing teachers time to conduct action research.

Staff development, through Critical Friends Groups, is focused on developing strategies and techniques to meet the specific needs of all students. Over the past three years, we have aligned our staff development directly with our school improvement goals, teacher annual objectives, as well as teacher evaluation. The Critical Friends Groups meet quarterly to share progress on action research projects, which are conducted in individual classrooms. End-of-the-year presentations by each group provide the full staff with the results of the action research and how they relate to the initial group hypothesis.

Students are provided with many opportunities to showcase their talents beyond their math and reading achievement. Each year we access the Howard County Artists-in-Education grant program to provide students with enrichment in art and poetry. Our school choir has received honors for performances at locations in Maryland, Pennsylvania and Virginia.

Clarksville Elementary School's achievements are the result of a focused, hard-working staff, a dedicated group of students and a parent community that values education with support for the school. We are proud of efforts to provide a well-rounded education without compromising high academic standards. Our staff adheres to the adage, "When you get to the top of the hill, just keep climbing."

PART IV- INDICATORS OF ACADEMIC SUCCESS

1. Assessment results in reading and math

From 1993 to 2002, Maryland used the Maryland School Performance Assessment Program (MSPAP) to assess and monitor student and school progress. This program included performance tasks that assessed grades 3, 5 and 8 Maryland Learning Outcomes in reading, writing, language arts, mathematics, science and social studies. School achievement was measured on three proficiency levels: Excellent, Satisfactory and Not Met.

At Clarksville, our School Performance Index, a measure assessing both third and fifth grades across the curriculum, rose gradually from 1993, with 2002 being the only bump in a steady climb. The 2002 results listed on pages 13-16 are not indicative of our high level of achievement during the nine years of this program. Despite the drop in our scores from earlier years, we approached the state standard of Satisfactory (70 % of students scoring at this level) in reading with 59 % of third graders and 64 % of fifth graders achieving that level. Math Satisfactory percentages were 47 % and 65 %.

Statewide concerns with the validity of this last administration of the test were our only solace in the 2002 performance. Our school had previously received state recognition awards for our achievement.

In March 2003, Maryland introduced the Maryland School Assessment (MSA). The MSA was administered to students in grades 3, 5 and 8 in mathematics and 3, 5 and 8 in reading. Student, school, district and state achievement is measured on three proficiency levels: Advanced, Proficient and Basic. MSA scores are criterion-referenced scores depicting student performance against the Maryland Voluntary State Curriculum (VSC) in reading and mathematics.

At Clarksville Elementary School we are extremely proud of our students' performance during these first two years of the MSA test. The very small percentage of students scoring Basic in 2004 (less than 7 % in either reading or math at any grade) reinforces our belief that our instruction is on target and students are learning. Not only have our overall scores been exceptional, but also the subgroups of African-American students and special education students, two groups scoring below the standard in many other schools, have done remarkably well.

In Maryland, the School Performance Index used with MSPAP has been replaced with Adequate Yearly Progress (AYP), a measure of whether schools are meeting annual performance targets. All school subgroups at Clarksville met AYP for 2004. Data tables show that on the 2004 MSA 100 % of African American students were Proficient in reading and math except for grade 5 math, where 80 % were Proficient. Special education students ranged from 60 % to 80 % Proficient on the 2004 test. Our data tables also indicate that our third listed subgroup, Asian students, performed no lower than 96 % Proficient in reading and math across grades.

We feel confident in continuing with challenging curriculum and encouraging a differentiated approach to instruction, which allows students to progress to their ability levels. Our high percentage of students scoring Advanced in both reading and math in 2004 ranged from 33 % to a high of 58 %, which confirms that students instructed with above level curriculum will perform at that level on state testing.

Additional information on Maryland's assessment system can be found on: www.mdreportcard.org and www.mdk12.org.

2. Using assessment data

Various data tools play a significant role in making us aware of our school and classroom performance to better aide us in targeting our strengths and weaknesses and measuring our progress. Quarterly throughout the year, each team meets with administration to have data conversations. These conversations center on student performance data generated by the Howard County math and reading assessments. Students are expected to score at a Satisfactory or Excellent level. Very specific data are generated within these broad standards, informing teachers of student strengths and weaknesses by math and reading objectives. When appropriate, Maryland School Assessment (MSA) and Comprehensive Test of Basic Skills (CTBS/5) scores are also incorporated into these discussions. We discuss the specific strengths and weaknesses and pinpoint intervention strategies to target students not scoring at a predetermined level or those at risk of falling behind. We also look for ways to move our Satisfactory students to Excellent performance. By meeting with teams on this regular basis, administration is able to work with staff to identify and track any trends within and between grade levels.

In addition to these team-level discussions, these quarterly data and annual data such as MSA and CTBS/5 scores are shared at the monthly School Improvement Team (SIT) meetings. Based on the data collected, our SIT creates our goals and objectives on the School Improvement Plan (SIP), which is used as a guiding document for all staff. These SIP goals, objectives and quarterly milestones are then measured against the ongoing data being collected to ensure that we are all staff are focused to continual improvement.

3. Communication

One of the goals at Clarksville Elementary School is to keep parents, students and the community informed of our activities and assessment results on a continual basis. This information is provided through several vehicles.

For our parents, we provide assessment information through the School Improvement Team (SIT). This group is comprised of staff, administration and parent members. This group meets on a monthly basis to review data and, working as a team, brainstorm ways to build on the results of the data, with the goal to increase learning to a higher level for all our students. Another manner of communicating student performance is through our *Cougar Chatter*, which is the school information newsletter (now electronically formatted), to update parents on school and student achievements, as well as general information. Some teams have provided another method of increasing awareness of student achievement. This is done through the Grade Pro progress reports that keep parents informed on a weekly basis of how their child is performing in the various curricular areas. This information leads to a strong home/school connection where both parties work on ways to improve student performance.

Students are also provided with timely feedback on their achievement on quarterly assessments in order to increase the learning process. Teachers utilize a portion of class time to model exemplary responses so students can use these as a means of improving their answers. These model responses serve as guides for future practice questions.

Finally, the community is kept well informed of student performance. A general accounting of our student achievements, assessment data, and specific information regarding our MSA scores are published on the Howard County Public School System website.

With all these various methods in place, Clarksville Elementary School is able to provide pertinent information regarding our student performance to our parents, students, and community on a regular basis.

4. Sharing success

Clarksville staff members work hard to positively promote our successes to other schools within our own county as well as expand outside our immediate community.
In the past, staff members have presented at professional development meetings and workshops on specific teaching strategies that were used here that had direct impact on our stellar test scores.

Staff members in resource positions (reading specialists, special educators, school counselor and speech-language pathologists) are fortunate to attend monthly meetings with their specific colleagues. These monthly meetings give those professionals a chance to share details of specific programs that are having a positive effect on the performance of Clarksville students. Our reading specialist promotes our success in the primary grades with Saxon Phonics. Our special educators and speech-language pathologist promote their role in the success of team-teaching and differentiated instruction. Our school counselor promotes the success of our school-wide character education program. As these staff members venture out into their professional groups and share the successes of their Clarksville students and staff, our school happily becomes a role model to other schools that want to initiate similar programs and strategies.

Various Clarksville staff members also participate each summer in professional workshops at the county level. Topics in the past have included: Instructional Intervention Team Planning and Training, Curriculum Writing and New Teacher Training. Participation at this level allows staff members to bring information about Clarksville's success to very specific groups.

As we look to the future, we want to extend our successful experiences with schools beyond Howard County's borders. Clarksville has begun to partner with a Baltimore City school to share our School Improvement Team Plan.

PART V- CURRICULUM AND INSTRUCTION

1. School curriculum.

Clarksville Elementary School delivers a core curriculum of reading, language arts, mathematics, science, social studies, health and related arts. In designing curriculum in these areas, we take our lead from the Howard County Public School System, which has developed an Elementary Essential Curriculum. This Curriculum clearly defines what content and skills all students must know and be able to do. The Curriculum is based on the Maryland Content Standards and the Voluntary State Curriculum. Technology and Character Education goals and objectives are infused throughout the Curriculum.

Our Reading and Language Arts curricula and instruction are linked, and at Clarksville we strive for all teams to create a two-hour block of time for this instruction. Students are taught to read strategically to construct, extend and examine meaning from a variety of texts. Students are taught to write for various audiences—to inform, to persuade and to express personal ideas.

In Mathematics we teach the process standards of problem solving, communication, representation, reasoning and connections as they relate to the various objectives in a spiraling curriculum. We use a variety of manipulatives and technology throughout our math instruction. Our instructional groups are homogeneous, and students rotate out of homeroom into math class.

Social Studies topics share a common theme across grades: people relating to and interacting with other people in their environments. Social Studies classes are a heterogeneous mix of students so that all students benefit from the prior knowledge and experiences of their classmates.

Science is taught in an experiential format, valuing students' thinking, curiosity and questioning. Units fall under three general headings: Life and Environment, Earth and Space and Physical Science. Cooperative grouping is our preferred structure for science instruction.

The Health curriculum focuses students to the areas of safety, first aid and injury protection, mental health, violence, tobacco, alcohol and drugs and, finally, family life and human sexuality. While students are taught all other areas of curriculum mentioned above for one hour per day, health instruction occurs one hour per week.

Related Arts instruction consists of physical education for 90 minutes per week, art and music for one hour each per week and media for 30 minutes per week. Residencies, performance opportunities, displays and projects help students to extend their instruction in the related arts.

Teachers are encouraged to create interdisciplinary units at all grade levels. Integration with the related arts team is a common practice extending the interdisciplinary model. Two mobile computer labs and one stationary lab provide multiple opportunities for teachers to utilize technology with their students. Monthly cultural arts assemblies and curricular-based field trips are also used to extend the grade-level curriculum.

2. Reading curriculum

Clarksville Elementary School's comprehensive reading program is based on forming relationships with children to encourage them to love reading. Teachers follow Howard County's Essential Curriculum Guidelines to create a pattern of effective instruction, thus providing a literacy-rich environment to promote success in all children.

Children are grouped into homerooms by their reading ability to create heterogeneous classrooms with two or three reading levels in each. Instruction is focused on strategic reading to construct, extend and examine meaning from a variety of texts. Reading is integrated into all content areas so that students become proficient at reading for information and reading to perform a task. To support these goals, each grade-level team is permitted to select appropriate reading materials to meet the needs of their students.

Primary students are given explicit instruction in phonics through the Saxon Phonics program. This program has demonstrated its effectiveness on the early spelling and writing skills of our kindergarten, first-grade and second-grade students. In the intermediate grades, students' reading progress is measured by their ability to understand text and respond both orally and in written form to a variety of comprehension questions. This tight link between reading and language arts has directed us to find a two-hour block for this instruction in most grades.

Through monitoring of student progress by county and standardized assessments, we are able to identify gaps in student learning. Interventions are developed and individualized to accelerate the performance of struggling students. Student Support Plans are written for below-grade-level readers. Weekly grade-level meetings are used to design and monitor these interventions.

For students excelling in reading and language arts, our Enrichment Resource teachers offer quarterly enrichment units at each grade. All students benefit from the classroom instructional strategies listed in our School Improvement Plan: differentiation, cooperative learning, technology prewriting supports and vocabulary instruction.

3. Technology Curriculum

Clarksville Elementary School has embraced the area of technology on a school-wide basis. In recognition that competence in technology is essential for the future, we have endeavored to include a myriad of opportunities in both computer technology and engineering technology, while integrating these areas into the regular curriculum.

Utilizing classroom computers, several mobile computer labs and a classroom computer lab, staff members have infused computer technology into all curriculum areas. Using computer-based graphic organizers, teachers have addressed the writing process through technology. Internet research has become the basis for long-term projects in several grades. Mathematics instruction has benefited from the use of online manipulatives. Students have accessed primary source materials in social studies classes and observed actual science demonstrations. Students are designing iMovies to present content in social studies and language arts.

In addition to the extension of computer technology, we have gone one step further by providing units in engineering technology at every grade level. These units consist of engineering challenges at every grade level, which enables all students to apply skills in reading, language arts and mathematics into real-life situations. As a result, the students at Clarksville Elementary School have the opportunity to exercise both creative abilities in the design stages and problem-solving skills when they are testing and revising the engineering products they produce.

4. Instructional methods

Clarksville Elementary School is committed to continual improvement of student performance. Instructional practices are a component of our School Improvement Plan and are implemented across all grades. The key to all instructional practice is differentiation of instruction. By understanding the learner and differentiating instruction to meet the needs of each student, we address not only student weaknesses, but, student strengths. Special education students and English Language Learners are included in regular classrooms for the majority of their instruction. For these students to benefit from grade-level instruction, special educators and regular educators meet regularly to plan differentiated instruction.

Cooperative grouping is another preferred strategy, and our experiences have shown us that both heterogeneous and homogeneous groupings are effective. For struggling learners, we utilize Learner Profile packets to generate information on students. With this information in hand, we address the multiple intelligences of these students to find ways to connect them with the curriculum.

We encourage and value interdisciplinary units across the curriculum. Related arts teachers have worked with grade-level teams to incorporate curriculum objectives. The results have been plays and projects, which the students find very meaningful. Our end-of-the-year engineering units are the ultimate interdisciplinary projects where student utilize the skills learned throughout the year to design and test boats, planes, bridges, and so on.

Grade-to-grade articulation, which takes the form of written documentation and face-to-face collaboration, provides our teachers with information on the strengths and weaknesses of incoming students. As a result, a teacher in the upcoming grade notes instructional strategies, which have been successful in a prior year. Once the year begins, weekly Kidtalk meetings provide teams with the opportunity to discuss appropriate strategies for students.

5. Professional development program

The staff development model in place at Clarksville Elementary School is self-directed, action oriented, ongoing throughout the year and aligned with School Improvement Plan goals. The framework for delivering this model is Critical Friends Groups (CFG). These groups bring together staff with common interests on topics related to School Improvement Plan goals. Each group creates a hypothesis around their topic, which they will, throughout the year, inform with action research conducted in their own classroom. Each quarter during the year, CFGs are provided with blocks of time to meet and discuss the data they are generating. At school's end, each group presents its results to the entire faculty. Hard copies of their work are kept in a resource binder, and salient conclusions from their research are considered for inclusion in the School Improvement Plan for the upcoming year.

Three years of research through CFGs have provided many strategies and practices that make an impact on student performance. Some topics that have been studied are reading and writing achievement of male students, brain research and its implication for math instruction, integrating technology into the curriculum, cooperative learning strategies, finding the authentic audience for student writing and the effectiveness of a character education program.

Individual teacher annual objectives are linked to their CFG topics. If teachers are in an evaluation year, they have the option of being evaluated through a Cooperative Program Review, which is a group-focused project. In these ways, all staff development efforts are aligned.

PART VII- ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test Maryland School Assessment

Edition/Publication Year 2002 Publisher Harcourt

Subject Reading Grade 3 Test Maryland School Performance Assessment

Edition/Publication Year 2001 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	May		
SCHOOL SCORES					
% At or Above Basic	120	100	100		
% At or Above Proficient	98	87	59		
% At Advanced	37	18	10		
Number of students tested	127	114	69		
Percent of total students tested	100	100	95		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1._ Asian					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	89	67		
% At Advanced	54	21	0		
Number of students tested	35	27	6		
2._ African-American					
% At or Above Basic	100	100	NA		
% At or Above Proficient	100	63	NA		
% At Advanced	0	25	NA		
Number of students tested	6	8	<5		
3._ Special Ed					
% At or Above Basic	100	100	100		
% At or Above Proficient	80	75	20		
% At Advanced	20	25	0		
Number of students tested	10	8	7		
STATE SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	71	58	31		
% At Advanced	13	09	04		

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 5 Test Maryland School Assessment

Edition/Publication Year 2002 Publisher Harcourt

Subject Reading Grade 5 Test Maryland School Performance Assessment

Edition/Publication Year 2001 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	May		
SCHOOL SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	94	93	64		
% At Advanced	58	63	30		
Number of students tested	119	123	86		
Percent of total students tested	100	100	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1._ Asian					
% At or Above Basic	100	100	100		
% At or Above Proficient	96	95	83		
% At Advanced	77	55	42		
Number of students tested	22	21	6		
2._ African-American					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	100	86		
% At Advanced	40	29	29		
Number of students tested	10	7	9		
3._ Special Ed					
% At or Above Basic	100	100	100		
% At or Above Proficient	60	57	33		
% At Advanced	20	0	17		
Number of students tested	10	7	8		
STATE SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	68	66	42		
% At Advanced	29	26	11		

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 3 Test Maryland School Assessment

Edition/Publication Year 2002 Publisher Harcourt

Subject Math Grade 3 Test Maryland School Performance Assessment

Edition/Publication Year 2001 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	May		
SCHOOL SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	98	89	47		
% At Advanced	48	26	3		
Number of students tested	127	114	72		
Percent of total students tested	100	100	95		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1._ Asian					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	96	33		
% At Advanced	60	28	0		
Number of students tested	35	29	6		
2._ African-American					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	63	20		
% At Advanced	33	13	0		
Number of students tested	6	8	6		
3._ Special Ed					
% At or Above Basic	100	100	100		
% At or Above Proficient	70	75	13		
% At Advanced	20	50	0		
Number of students tested	10	8	7		
STATE SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	72	65	29		
% At Advanced	20	15	02		

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 5 Test Maryland School Assessment

Edition/Publication Year 2002 Publisher Harcourt

Subject Math Grade 5 Test Maryland School Performance Assessment

Edition/Publication Year 2001 Publisher Harcourt

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	May		
SCHOOL SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	93	89	65		
% At Advanced	33	31	19		
Number of students tested	119	123	86		
Percent of total students tested	100	100	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1._ Asian					
% At or Above Basic	100	100	100		
% At or Above Proficient	96	100	75		
% At Advanced	59	32	17		
Number of students tested	22	22	6		
2._ African-American					
% At or Above Basic	100	100	100		
% At or Above Proficient	80	86	43		
% At Advanced	0	0	14		
Number of students tested	10	7	9		
3._ Special Ed					
% At or Above Basic	100	100	100		
% At or Above Proficient	60	43	25		
% At Advanced	10	0	0		
Number of students tested	10	7	8		
STATE SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	63	55	40		
% At Advanced	13	10	10		